

Glenfield Nursery School

Inspection report for early years provision

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Inspector Julie Morrison / Cathryn Parry

Setting address 19 Albert Road, Eaglescliffe, Stockton-on-Tees, TS16 0DA

Telephone number 01642 780552
Email www.aeiou.uk/glenfield
Type of setting Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Glenfield Nursery School was registered in 1991 and is owned and managed by a private provider. It operates from five rooms within a three-story detached building in Eaglescliffe. The nursery is open each weekday from 7.30am until 6pm, excluding bank holidays and one week at Christmas. The nursery is registered to care for a maximum of 70 children under eight years at any one time, all of whom may be in the early years age group and, of these, no more than 38 may be under two years of age at any one time. There are currently 40 children on roll, of whom all are in the early years age group. The nursery also offers care to children aged over five years to 11 years. It is registered on the compulsory and voluntary parts of the Childcare Register. The nursery supports children with special educational needs and/or disabilities and who speak English as an additional language. The nursery employs 14 members of staff. All of the staff, hold an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

All children and their families are warmly welcomed into the nursery by friendly staff. They have suitable procedures in place to work with parents and some other agencies in order to gather relevant information required to meet children's individual needs. All documentation required to ensure the safe management of the nursery is in place, and children's welfare is promoted well. Staff are developing a secure understanding of the learning and development requirements of the Early Years Foundation Stage and provide a wide range of activities which cover all areas of learning. This is combined with a good range of resources and support from staff to ensure that all children are making good progress in their learning and development. Adequate systems are in place to monitor and evaluate the nursery. However, these are not sufficiently robust to ensure that key areas for development are identified to effectively support continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop procedures to effectively share children's learning and development records and any other relevant information with parents and other providers of the Early Years Foundation Stage in order to ensure continuity of learning and care for children
- develop the key worker system to ensure that staff fully understand their role and to ensure that planning is based on children's individual interests and next steps in learning
- provide time and space for knowledge sharing and support for continuous professional development for all staff including making effective use of local authority training in order to ensure continuous improvement is maintained.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well because staff have a good knowledge of the possible signs of abuse or neglect. This is supported by a written policy and clear procedures if they have a concern about a child. Robust vetting and recruitment procedures are in place and evidence of enhanced disclosure numbers is available for all staff. This ensures that all adults looking after children are suitable to do so. Detailed risk assessments along with daily checks of all areas are in place. These are combined with effective procedures, such as secure entry to the nursery, close supervision of children at all times and the use of stair gates to effectively reduce the risk of accidental injury to children. All recommendations from the previous inspection have been addressed which helps to promote outcomes for children. The manager has implemented adequate systems to monitor and evaluate the provision, for example, using the Ofsted self-evaluation form and gathering sufficient feedback from staff. However, procedures are not sufficiently robust and some areas for development have not been identified. For example, although some staff have benefited from training to complete National Vocational Qualifications at level 3 and 4, ongoing procedures for staff to identify and attend regular training are not in place. This does not effectively support continuous improvement.

Suitable procedures are in place to work with parents. Copies of all policies and procedures are available for parents to access and all required information in order to meet children's individual needs is gathered from parents prior to their child starting. This helps staff to identify children's starting points. Parents are encouraged to get involved in their children's learning as staff ask them to bring in items from home linked to key themes, for example, Italy. Parents of younger children are kept informed about their child's care through daily diary sheets. Reports and open evenings further ensure they are informed about their child's learning and development. However, systems for storing children's learning and development records means that these are not easily accessible for parents. Feedback from parents is positive about the nursery, stating that 'staff do lovely things (with the children) and are really nice'. However, some parents do not know who their child's key worker is which does not promote effective sharing of information to support children's ongoing care and learning. Staff demonstrate a positive attitude towards ensuring that children who speak English as an additional language or with special educational needs and/or disabilities are included at the nursery. For example, displaying key words in other languages and ensuring that all children are fully included in activities. Suitable procedures have been established to work with other agencies supporting children, such as speech and language therapists. However, the nursery has not established any procedures to share information about children's learning and development with other providers of Early Years Foundation Stage to promote continuity of learning for children who attend more than one setting.

Space at the nursery is used well to enable children to move around independently and freely access a wide range of age-appropriate resources. The environment is rich in colourful displays of the children's work, along with lots of photographs,

which helps children to feel a sense of belonging and promotes self-esteem. The children benefit from a newly refurbished outdoor play area. This provides lots of space for children to run, climb, swing or to use the gazebo for story time.

The quality and standards of the early years provision and outcomes for children

Staff are working hard to develop their understanding of the learning and development requirements of the Early Years Foundation Stage. They have attended in-house training, make good use of the guidance and support one another well. Individual files have been introduced for all children which include a record of their progress. Separate files are used to record observations of children's progress and learning plans which sometimes makes it difficult to follow a child's progress. However, observations are clearly linked to the areas of learning and some next steps have been identified. Planning ensures that all areas of learning are covered; however, it is not clear to see how identified next steps in learning have been used to inform the planning. However, generally, staff do know the children well and support them to make good progress in their learning and development.

Staff are nurturing, warm and supportive and, as a result, children are happy and settled at the nursery and eager to join in with the activities. They behave well at the nursery as effective behaviour management strategies are implemented along with the regular use of praise and encouragement. Staff make good use of open-ended questioning to help promote children's learning in all areas; for example, they ask children, 'what do you think it is called?' and 'what do you think might happen next?'. Children's communication skills are fostered well, resulting in competent speakers and listeners. They join in enthusiastically with well known rhymes and are happy to approach visitors to talk about what they are doing. Their interest in books is promoted as older children visit the library and all children independently select books to read and listen attentively at story time. A wide range of jigsaws, games, rhymes and everyday activities, such as counting how many children are present, helps to promote children's counting and problem solving skills. Children have good opportunities to learn about the natural world. They water the plants they are growing in the garden and cut herbs to make into dips to try at snack time. Fully engaged in their learning, staff encourage them to talk about how the herbs smell and taste. Planned sessions, such as staff putting litter in the garden for the children to collect and recycle, encourage children to care for their environment. Children's awareness of other cultures and the wider world are promoted well. They celebrate a wide range of festivals and take part in regular French lessons where games and rhymes are used to good effect to help them to learn basic counting and words in French. A range of programmable toys, cameras and computers help children of all ages to begin to develop skills for the future.

All children have good opportunities to be physical as they go outside each day into the well resourced garden area. Toddlers practise their emerging walking skills as they negotiate the bridge with pushchairs while older children are beginning to learn to take risks as they are supported by staff on the climbing apparatus.

Children's awareness of keeping healthy is promoted by staff; for example, they talk about the benefits of eating the healthy foods they are growing in the garden and they make posters of germs to display in the toilets. Children have good opportunities to begin to learn to keep themselves safe. For example, older children play an active role in daily risk assessments of the garden area, checking the space and identifying any potential risks. This is combined with planned activities, such as setting up zebra crossings and using the ride-on cars to learn about road safety. All required documentation, such as accident forms and medication, is in place and up to date which helps to support children's welfare positively.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met